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ABSTRACT

The focus of this paper is on the new Secondary Teacher Education Program at the University of Regina, Saskatchewan, Canada. The authors draw program inferences from a review of the literature on teacher education reform and present a brief history of the development of the program. A description is given of the program that has been initiated, and an analysis of forces for and against the program change which took place is presented. The appendices include: (1) a comparison of review of literature inferences and recommendations of the Task Force on Secondary Education, University of Regina; (2) objectives of the secondary teacher education program and year-by-year program goals; and (3) comparison of review of literature inferences and characteristics and operational elements of the Secondary Teacher Education Program. (JD)

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by

H. R. Lang

&

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J. Schaller

University of Regina

presented at

The American Educational Research Association

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Almost everyone agrees that the time has come to change preservice teacher education. (Berliner, 1984)

Teacher educators can take positive steps to improve the preparation of teachers. (Gideonse, 1984)

The messages of Berliner and Gideonse are not new. Literature on teacher education for more than fifteen years has stated overwhelmingly that revision of teacher education programs is sorely needed. Calls for substantial reform have come from all sections of the educational enterprise and cross international boundaries (Lang, 1983). Criticism is not abating, because most teacher education institutions have not responded, or are inordinately slow to respond. As early as 1970, Denemark (1970) stated that weaknesses in teacher education "demand basic reform or threaten revolution" in alluding to the statement of a distinguished task force of educators in their report to the American Association of Colleges for Teacher Education (p. 539). B. O. Smith (1981) made the flat statement, "Nothing short of thorough overhauling will do" (p. 9); and, Joyce and Clift (1984) added, "Substantial changes must be made to make any real difference" (p. 5).

The Faculty of Education, University of Regina provides an exception to the above condemnation. Programs reflect substantial change. Changes are in keeping with what is called for by the literature on reform of teacher education. The focus of this paper is on the new Secondary Teacher Education program of the University of Regina. The authors: (1) draw program inferences from a review of the literature on reform, (2) present a brief history of the development of the program--including program recommendations by a University of Regina Task Force on Secondary Teacher Education, (3) describe the program which has been initiated, and (4) conclude with an analysis of forces for and against the program change which took place.

Calls for Reform of Teacher Education

General Nature of Desired Reform

It was in 1969 that Smith, Cohen & Pearl said that the teacher who is to be effective in bringing about intended learning outcomes should be trained in four areas of teaching competence:

1. Command of theoretical knowledge about learning and human behavior.
2. Display of attitudes that foster learning and genuine human relationships.
3. Command of knowledge in subject matter to be taught.
4. Control of the technical skills of teaching that facilitate student learning. (p. 122)

The purpose of teacher education is to systematically provide for the development of each student into a professional educator--one who is

a self-analyzing, self-actualizing, teacher/decision-maker (Schaller & Lang, 1983, p. 82). This requires that the preparation program be concerned with two major standards that are complementary: academic standards and professional standards. The concept of "academic" standards requires little explanation. Professional standards refer to classroom performance capability. While traditional teacher education has been reasonably effective in seeing to academic standards, its record in the professional realm has come under severe criticism (Lang, 1983). Professional standards require more than knowledge about subject matter, learning and human behavior. Performance capability (integration of theory with practice) is required. This cannot be left to chance, it will not come about by osmosis. Colleges of education have relied heavily on **telling** students what a teacher should be able to do--they have not stressed **being able to do.** Peter (1975) asserted: "Professions which have high standards for preservice preparation require that the student achieve substantial theoretical knowledge and a repertoire of precise professional skills" that are retrievable as professional decisions are made (p. 9). Colleges of Education have been using an arts and sciences model for preparing teachers. The primary instructional mode has been lecture/write papers/write exams and then throw students into the "deep end" of the practicum with scant supervision.

It is small wonder that colleges of education have been subjected to severe criticism. The frequent charge in the reform literature is that much of the teacher education program is irrelevant, that it does not provide for pedagogical competence, that theory is not being tried in practice in a meaningful way, and that the realities of the classroom are not considered. Huling and Hall (1982) contended that "there is not a close match between the needs of schools, individual teachers, and the training offered in preparation programs" (p. 11). Spillane and Levenson (1976) remarked, "Teacher education is the form of professional training least respected by professions and the general public. Few teachers believe that their expertise was gained in education courses" (p. 435). Merrill and Schuchman (1973) added, "We are preparing teachers for yesterday's classrooms" (p. 3).

Considering What is Known About Effective Teaching

Teacher training institutions seem to ignore, or are unaware of, what is known about effective teaching. More than a decade ago Peck and Tucker (1973) concluded:

> Just within the past 10 to 15 years the operational skills of teaching have become better defined and measured than ever before. Traditional teacher education, with its frequent lengthy stays in the semantic stratosphere, has not done a very effective job of developing these skills, particularly at the preservice level. (p. 970)

More recently, Berliner (cited in Hosford, 1984) wrote that we should be optimistic about what we know about teaching, about what we can learn from research on teaching. He asserted "The glass is half full," and not "half empty." Joyce and Clift (1984) agreed, desiring teacher

education and teaching to be "connected to the emerging knowledge base" (p. 8).

Colleges of education, typically, provide programs that include poorly articulated academic, professional and practical components. Joyce (1981) discussed what he called the problem of "structural unity" in teacher education: "program unity has been a serious problem in teacher education" (p. 3).

Articulation of Components

Not only are the components of teacher education barely related, what is provided in the professional component is fragmented and disjointed. Joyce and Clift (1984) would like a "united sequence of experiences that are designed to gradually induct beginning professionals by teaching some of the early skills of teaching by providing bases for continued learning." This should be organized thematically" with . . . frequent opportunities to reflect on and integrate experience" (pp. 9-10). The view of O'Dwyer (cited in Turney, 1977) was similar, telling us that teacher education has been besieged by courses that contain needless repetitions, omissions, contradictions and uneven treatment. Often, pedagogical competence (in teaching procedures and approaches) has been compounded by unwillingness, or incapability, of faculty to model effective teaching. Peck and Tucker (1973) were aware of the problem even earlier, declaring, "Teacher education can no longer remain in a happily ignorant, ineffectual state consisting of romanticized lectures, on the one hand, and fuzzy or unplanned 'practical' experiences on the other (p. 970). What many teacher educators "look upon as natural--that is, the relatively unconnected courses and experiences which occur in most teacher education programs--we ought to regard as anomolous" (Hunrwe, 1980, p. 7).

Time Given to the Professional Components

Many sources concur with Friedman, Brinlee, and Hayes (1980):

> In the past, a teacher was usually able to compensate . . . through a sort of self-directed, on-the-job training. Today this . . . is no longer feasible or adequate. If colleges continue to accept formulas such as 3 hours of history of education + 3 hours of child development + 6 hours of methods + 6 hours of student teaching = a teacher, an increasing number . . . will find themselves unable to cope with the realities of the classroom. (p. 7)

The Canadian Teachers' Federation has called for a minimum of two years of professional training; the Task Force on Secondary Teacher Education, University of Regina (1980) agreed; and, Joyce and Clift (1984) and Patterson, Lawson, Mokosch and Morcos (1984) were among those who felt that teacher education should be a two-year block. To achieve this, a trend in both the United States and Canada is to consider a five year program (Patterson et al., 1984; Corrigan, 1982, p. 15). B. O. Smith (1980) agreed, noting that knowledge--academic and pedagogical--is accumulating ever more rapidly, and demands upon teachers are multiplying

(p. 87). What is obvious is that theory cannot be effectively tried in practice, that a needed knowledge and SKILL level cannot be achieved in the traditional short professional preparation portion of the program, which is largely lecture oriented. In short, a two year pedagogical minimum is mandatory. Further, the trend in the education of professions other than teaching has been to increase the professional component (Lang, 1983, pp. 93-96). Smith (1982) observed that those professions which have made major gains "in both social esteem and salary during the past half century, have almost inevitably been those professions which have substantially increased the qualifications required" (p. 4). Smith and Street (1980) remarked, "teacher preparation preservice programs have not evolved and developed in a manner parallel to other professions" (pp. 102-104).

Focus of the Professional Component

Monahan (1978) suggested that improvement results from an increased professional component that emphasizes PROCESS rather than CONTENT (pp. 28-30). Lasley and Applegate (1982) agreed that current teacher education programs promulgate content first, "We have to ask what content is really needed. . . . Students must be able to translate content into humane daily action" (p. 4). Monahan also asserted, "process is the essence of pedagogy. And that process must be oriented to the . . . reality of the teaching environment" (p. 29).

Teacher education must focus on what the teacher should be able to DO, on the development of a decision-making arsenal, a cadre of rapidly-retrievable, practical pedagogical knowledge and skills--the key descriptor being the word "skill," which can be drawn upon as needed by an effective teacher (Task Force on Secondary Teacher Education, University of Regina, 1980, p. 100). Howsam et al. (1976) said, "teaching is a decision-making and decision-implementing process" (p. 36). If the theory presented in teacher education is to be assimilated into decision-making and performance capability of students, this must be attended to in a systematic fashion (Joyce, 1981, pp. 7-8). Reporting on research on interactive decision-making, Clark and Yinger (1979) noted, "The teacher is seen as constantly assessing the situation, processing information about the situation, making decisions about what to do next, guiding action on the basis of these decisions, and observing the effects of the action on students" (p. 247). "It is because each moment of a teacher's life means complex situations and new decisions, that teachers must possess the knowledge, behaviors, attitudes, and skills required" (Howsam et al., 1976, p. 36).

In Lang's (1983) review of the literature on reform of teacher education, most sources decried the lack of relevance of teacher education to actual school conditions, happenings and needs. Failure to integrate theory with practice, together with the fragmentation of the various components of teacher preparation, appeared to be at the root of much of the criticism. Critics would like to see closer linkage and cooperation with school systems and the organized profession; they desired increased cooperation and coordination with the partners who deliver teacher education; and, they wanted integration of the academic,

professional, foundational and practicum components. Many felt that this integration should take place for the entire program, and occur each year of the program. Other desired improvements included: a more relevant academic component that attends to actual school and school curriculum needs; more careful screening at entry and during the program; and, improving the effectiveness of the practica (particularly the quality of supervision by university faculty). Increased attention is required for the development of practical instructional skills, interpersonal relations and communications skills, classroom management and discipline skills, curriculum development and planning skills, multicultural knowledge and skills, dealing with exceptionality, providing for individual differences, and the effective application of educational techology (pp. 136-137).

Other Professional Programs

Lang (1983) felt that teacher education should learn from the preparation of professions other than teaching. Trends in professional preparation include attention to interpersonal training, transfer of theory into practice, and that preparation should be strongly influenced by the professions themselves. In contrast, teacher education is often much like arts and science training, following a model and delivery mode that is not only similar to, but unduly influenced by, arts and sciences faculty (pp. 91-96).

Recommendations from Graduates of Teacher Education Programs

Follow-up studies of teacher education graduates were also reviewed by Lang (1983). In order of frequency of mention, the following recommendations for reform emerged:

1. Theory must be applied in practice.
2. Increased emphasis is required on instructional skills.
3. More emphasis is needed on knowledge about, and skill in, classroom management and discipline.
4. Training should be provided in interpersonal skills.
5. Increase the relevance of the foundations of education.
6. Improve student teaching and the practice (particularly the quality of supervision from the university).
7. Give more attention to teaching pupils who are slow learners or have learning problems.
8. Give more attention to techniques of motivation.
9. Improve instruction in the use of audio-visual and teaching materials.
10. Improve the relevance of that portion of teacher education provided through the academic component to what is needed by practicing teachers.
11. Improve preparation for evaluation of pupils.
12. Provide better preparation for teaching for individual differences.
13. Give more attention to multicultural education.
14. Provide more attention to planning for teaching and lesson planning.

15. Improve the quality of instruction by university professors. (pp. 130-135)

Delivery Schema

A variety of sources commented on the delivery schema appropriate for teacher education. McPhie (1978) said, "we need to present theory and practice as . . . interdependent" (p. 56). Application experiences facilitate integration. Combs et al. (1974) pointed out that the field experiences should be a "a continuous, integral part of the entire program" (p. 149). Practica should be designed to "bring theoretical and practical aspects of undergraduate teacher education into a clear and interacting kind of relationship" (Committee to Evaluate the Extended Practicum Programs at Alberta Universities, 1981, p. 14). While the academic portion of the program is sometimes omitted from exhortation to integrate (often, it seems, through a feeling of hopelessness about the practicality of this happening), many sources have demanded an integrative paradigm for the professional component (Blackburn et al., 1981; Howsam et al., 1976; Klassen and Leavitt, 1976, pp. 89, 93). There is also agreement that there should be opportunity for application each year of the professional program (Committee to Evaluate the Extended Practicum Programs at Alberta Universities, 1981, p. 39). Further, "The basic structure of the program should be such that the integration among the various elements can readily occur" (Task Force on Secondary Teacher Education, University of Regina, 1980, p. 104).

Numerous authorities desired a delivery cycle such as that called for by Joyce (1981)--one of theory-demonstration-practice-feedback. Peck and Tucker(1973) saw the need for a well-structured cycle, saying that research shows that a systems approach substantially improves teacher education effectiveness (p. 942). Schaller and Lang (1983) saw the model as being "In stages of complexity . . . one of theory--controlled practice--feedback/reflection--further theory--further practice" (p. 82). Joyce (1981) added the concept of "coaching" to the cycle, saying that to bring students to the point where a teaching strategy can be effectively used, "the condition we call 'coaching' in the field setting is needed (p. 7). Repetitions are needed to acquire the theory-in-use capability that is necessary.

Lifelong Professional Growth

Learning by a teacher does not stop with the acquisition of a degree. Preservice programs should provide the base for lifelong professional growth. Joyce and Clift (1984) argue, "The purpose of initial preparation is to prepare teacher candidates: (a) for the lifelong study of the world, the self, and academic knowledge; (b) for the lifelong study of teaching; (c) to participate in school renewal efforts . . . and (d) to approach the generic problems of the workplace" (p. 8). this involves having self-analysis, problem-solving, and self-development schema as a deliberate part of preparation programs.

Human Relations and Communication Skills

The area of human relations and communication skills deserves special mention, since traditional programs rarely provide more than token training. This kind of preparation, properly, is the responsibility of the professional program. Teaching is a "people" business, or as some describe it (Combs et al., 1974), a "helping profession." Teachers need to understand how children learn and how "cognitive and affective development create the conditions of learning" and how to "establish group relationships and democratic interactions in the classroom" (McDaniel, 1981, p. 89). Development of interpersonal skills must be precisely undertaken, rather than left to accident. Peck and Tucker (1973) observed that these skills can be taught (p. 965). Lang (1978) found the development of interpersonal skills to be a major area discussed in the literature. The Task Force on Secondary Teacher Education, University of Regina (1980), had the need for provision of human relations and interpersonal skills as its strongest data based conclusion.

Coordination and Cooperation

The program suggested by reform literature clearly should be one that ensures that it be well coordinated and integrated, and that the cooperation of the partners in education is needed. Blackburn, Burnham, Scannel, Gant, & Howsam (1981) called for the teacher preparation curriculum to be an "integrated, comprehensive educational experience" (p. 5). Howsam et al. (1976) desired cooperation between arts and sciences faculty, education faculty, and practicing professionals (pp. 28-29). Cooperation can foster program integration so a relevant program that avoids duplication, omission and contradiction can be presented. Joyce (1981) added, "Power is achieved in educational programs through unity among components so that the effect of each is pyramided far beyond what its effect would be alone. Program unity has been a serious problem in teacher preparation. . . . the matter cannot be dismissed lightly" (p. 3). Lang (1983) observed that the literature he reviewed reflected a common concern for clear communication with the field, within faculty, and with arts and sciences faculty.

Balance in the Program

The question of a proper balance in a teacher education program is important. How much, and what kind of, academic content is REALLY needed? Professional? Foundational? Application opportunity? We have four short years, not all "goods" can be achieved! One must then ask, what is the minimum that should be available for each component? What would be desirable? What is enriching for the especially talented or motivated? We should also remember that learning is not over with completion of preservice education--perhaps some content and skills are better acquired after graduation when needs can be more clearly identified.

We might well learn from the discipline of economics. This posits the "law of diminishing returns." Let us use an example to illustrate

this law. A farmer works with four factors of production to produce a crop--*land, labor, capital, and entrepreneurship*. There are finite amounts of each factor available to the farmer; and, adding more of any given factor means that less of another factor(s) can be used. Appropriate balance must be achieved for optimum return on investment. While the yield of a field can be increased by adding, say, fertilizer (capital), as the farmer applies more and more, the extra product attributable to the fertilizer will decline. Eventually, more fertilizer will fail to add anything to the crop. This law holds for any factor when it is combined with fixed amounts of other factors. Similarly, adding more of one of the components of teacher education (for example, arts and sciences and classes) at some point, will add little to the capability of intending teachers. More is not always better! Indeed, adding more arts and sciences classes at the expense of other components may even have decremental effects on professional capability. As has been discussed earlier, the time given to the professional component has been severely criticized as being inadequate. In fact, the criticism has been that much of what is studied in arts and sciences has often been irrelevant, or inappropriate, and that arts and sciences faculty seem to be unaware of, or ignore what is contained in the K-12 curriculum (Lang, 1983). Yet, academic content has not been described as inadequate by graduates. Perhaps the answer is to judiciously select needed arts and sciences content, cutting back on that which has been described as unnecessary. For example, the question could be asked whether three classes in calculus really are needed by Secondary math teachers or is any calculus needed by Elementary teachers--using time that could be used to improve the professional component.

Academic, Professional and Application Components

The Academic Component

Those who criticize teacher education programs, in reality, are also criticizing arts and sciences faculties. Indeed, usually, the majority of the program is delivered by arts and sciences faculty. Improvement is also required here--these faculties must do more than sling barbs from an unchanging "on-high" position (Lang, 1978, p. 46). Many of the sources reviewed by Lang recognized the need for a teacher to be an "educated" person who was "liberally educated" with appropriate discipline background. He, however, also observed, "Exactly what a 'liberally educated' person is, is rather elusive, as are the kinds of courses that will contribute to this kind of education. We seem to resort to tradition and edict rather than reason . . . when identifying the Arts and Science component that education students are forced to take" (p. 46).

The appropriateness of the contribution by arts and sciences faculties comes under considerable criticism. Howsam (1979) remarked:

> Colleges of education should attempt to ensure that the Arts and Sciences requirements and offerings are maximally relevant to the public school curriculum. (p. 2)

> Professional schools may yield all or some of the undergirding disciplines work to the academic disciplines or they may find it necessary to teach all or some themselves. Almost invariably there is tension over how relevant to professional needs the courses are. This is perfectly understandable since the courses--unless specifically taught--are not targeted at the professions or a particular profession. They contain students from more than one professional school . . . and, since they usually are taught by faculty from the discipline, favor the academic students.
>
> Whatever the situation, professional schools need to exercise as much control as possible over relevance. (p. 3)

Denemark (1970, pp. 539-540) is among the many sources that agree. Lasley and Applegate (1982) also concur, stating that arts and sciences, as it is delivered, is emphasized too much and that content should be related to the reality of teaching. They quote Dewey (1966):

> The accumulation and acquisition of information for purposes of reproduction in recitation and examination is made too much of. . . . Frequently it (knowledge) is treated as an end in itself and then the goal becomes to heap it up and display it when called for. This static cold-storage ideal of knowledge is inimical to education development. (p. 4)

Lang (1978) concluded that the most defensible preservice teacher education programs "sequentially integrate professional education, Arts courses and field experiences" (p. 47). He asked for communication between education and arts and sciences faculties (p. 47).

The Professional Component

An overwhelming call for reform is heard for the professional component. The issues are: the need for transfer of theory into practice; development of practical pedagogical skills; development of interpersonal skills; improvement of the practica; and focusing on life-long professional decision-making.

As noted earlier, achieving satisfactory professional standards requires PERFORMANCE capability. Teachers must learn the skills, strategies and processes of teaching so product (cognitive, affective and psychomotor), process, and social outcomes can be achieved by learners. That is, prospective teachers should learn both simple and complex teaching skills, which requires "(1) cognitive understanding, (2) practice, and (3) knowledge of results (feedback)" (Hudgins, 1974). What is needed is the kind of process cycle outlined by Hunter (1980), requiring linking, interweaving, tryout and feedback (p. 7). There must be assurance that application of theory takes place, systematically, in simulated and actual environments. A plethora of sources agreed on this (Lang, 1983).

There is a "body of knowledge about teaching and learning that should be the basis for effective performance" (Blackburn et al., 1981).

The study of teaching and learning is required in the professional component, requiring application experiences so the "student may conceptualize principles and interpret their application to practical problems" (p. 9). This requires general--generic--and special methods courses which should be taught as being the application of teaching/learning theory (p. 9). Typically, teacher education programs merely provide lectures on teaching competencies, or leave them to the practicum or after graduation.

Friedman et al. (1980) asserted that the "professional core is the heart of the recommended teacher education curriculum" (p. 118). Teaching specializations and general education components should be "designed to support the professional core. In many conventional programs the opposite case prevails. . . . concentrating on professional skills takes a back seat to general education and discipline-centered coursework" (pp. 119-120). The authors also felt that each professional course should have a laboratory section to apply the theory studied (p. 130).

Howsam, Corrigan, Denemark, & Nash (1976) provided a "Conceptual framework for Planning the Professional Components of Teacher Education" seeing seven categories of objectives for teacher education: knowledge, attitudes-values, behaviors-skills, introduction to profession, personalization, professional literacy, and continuing development. Professional components, they felt, were: foundations of education, teaching behaviors and skills (both generic and specialized), elective subcultural study, and field application (pp. 86-87). Commenting on the foundational component, they observed, "the central weakness of foundational study has been the tendency of many foundations professors to look at their fields as if they are full-blown disciplines" in their own right, providing justification for being exempted from "field experiences, or the problems of practitioners--which they perceive as resting OUTSIDE the analytic or descriptive functions of the discipline" (p. 87). They firmly stated, "The 'discipline' approach is a retreat from what should be the basic purpose of all foundational studies in education: to provide interdisciplinary and conceptual illumination of the issues, problems and procedures confronting contemporary educators everywhere so that more professional and humane public action might ensue" (p. 87). They added, "Foundational studies must be INTERRELATED . . . . Educators face a welter of problems and issues too complicated to be solved within the framework of a single discipline" (pp. 87-88).

Howsam et al. then directed their attention to the development of a repertoire of teaching behaviors and skills, saying:

> A professional teacher is one who possesses a broad repertoire of classroom behaviors and skills, grounded in professional and academic knowledge. Educators must also develop skills in the performance of teaching through practice in a controlled training environment. . . . Without generic teaching behaviors and skills, new teachers are likely to become discouraged and either leave teaching or settle upon narrow techniques simply to "survive" in the classroom. (p. 89)

Preparation programs, the authors asserted, must foster humanistic educational values and attitudes. Prospective teachers "need to induce operational values from real school situations, and to test the consequences of assumed values" (pp. 90-91). They go on, "A continuum of field experiences to link the professional knowledge and skills is necessary" (p. 93). The design of teacher education should include "a continuous interlocking relationship between practice and theory. . . . direct useful experience, with simultaneous study of useful knowledge" divided into achievable goals, gradually increasing in difficulty "is the ideal form of preparation" (p. 94).

Joyce and Clift (1984) corroborate the views of Howsam et al., stating that the goal should be "to promote a united sequence of experiences that are designed to gradually induct beginning professionals by teaching some of the early skills of teaching and by providing bases for continued learning" (p. 9). They note, "The current potential for continuity is virtually nonexistent as teachers move between unrelated courses and between the university and school site. Sequential learning experiences would provide a hierarchy of activities to build on previous experiences (p. 10).

The quality of instruction by faculty deserves comment. Many follow-up studies have roundly panned instruction, citing: lack of relevance, failure to practice what is preached, adherence to lecture modes, an academic (content first) approach, lack of application, lack of knowledge of total program, and lack of individualization (Lang, 1978, pp. 47-49). It is remarkable, Smith (1981) states, that "During the last 50 years, when knowledge was increasing by leaps and bounds, the basic pedagogical problems remained basically unchanged. Pedagogy is still taught as an academic study" (pp. 10-11).

Reporting to the American Association of Colleges for Teacher Education, Howsam et al. (1976) said "college instructors must incorporate the same principles of instruction in their own teaching that they wish to engender in students" (p. 91). The faculty member should be a "mentor" who models not only a variety of teaching modes, but also a human professional (p. 92). They saw the teacher education classroom as being a laboratory that includes instructional procedures such as "microteaching, simulation, modeling, and demonstration," and that expanded effort should be made to develop "protocol" materials that record real situations and the best way of responding (p. 93). Instructors should have had highly successful teaching experience. Teaching at the college should take place in a team setting. "The complexity of teacher education make the stereotype of the autonomous teacher working alone with a standard size class of students totally anachronistic" (p. 107). Schaller and Lang (1983) and Rogus and Schuttenberg (1979) also saw teaming of faculty as important.

Lang (1978) felt that communication between faculty must become a major concern, stating "All parts of a teacher preparation program must be visible, and available to discussion by all members of a faculty" (pp. 47-48). He also reported that a number of sources desired that ALL

faculty take part in some form of contact with the field to increase teaching efficacy (p. 48). This stance was supported by Blackburn et al. (1981).

Application Component

Corrigan (1982) concluded, "field experience continues to be the most neglected aspect of teacher education. He called for "extensive laboratory and field based experiences" remarking, "Teacher preparation programs today too often have been lecture oriented. . . . this approach grossly underestimates the complexity of preparing a person for effective teaching. . . . what is taught has little transfer to school practice" (p. 10).

Follow-up studies of graduates, too numerous to cite, stressed the value and importance of the practica (Schwanke, 1980), stressing the importance of continuous involvement with the schools and the profession. Peter (1975) reporting the findings of a study for the Carnegie Corporation, summarized the findings this way, "teachers generally cited practice teaching as the most valued aspect of teacher training" (p. 6).

The report of the Committee to Evaluate the Extended Practicum Programs at Alberta Universities (1981) stated that their review of literature "indicated an increased emphasis upon the necessity of relating the training component to school needs" (p. 13).

While there has been little disagreement about the importance of applied experiences, and that improvements in the amount and quality of student teaching increases the effectiveness of teacher education (Merrill and Schuchman, 1973), there have also been many calls for reform (Joyce and Clift, 1984, p. 9). Lasley and Applegate (1982) warned that "Excessive reliance on field experiences without concomitant exposure to relevant pedagogical concepts leads to deprofessionalization. This requires more than apprenticeship learning" (p. 3). The integrative aspects of preparation programs are critical. Joyce (1981), agreed, wanting a deliberate, linked and supervised cycle, so more than socialization and apprenticeship can take place (pp. 7-8). Richert and McBeath (1978) and Zeichner (1980) concurred.

Quality of supervision has come under severe criticism by numerous authorities (Peter, 1975; Richert and McBeath, 1978; Turney, 1977). Professional supervisors should be well prepared (Howsam et al., 1976). Indeed, many universities now encourage supervisors to participate in courses or workshops to prepare them for the task and improve supervision (Turney, 1977, p. 47).

Lang's (1978) review of literature concluded that improvement of the practica required: integrating all phases of the program with the field; having a developmental series of practica, each followed by a period of debriefing and related theoretical learning; improving supervision by more frequent purposeful visits employing clinical supervision techniques; improved training of faculty supervisors and cooperating teachers; and, improving the alliance between schools and university in

planning, implementation, and assessment of the practica (pp. 51-52). He also recommended that the "reward system" at the university reflect the importance of the practicum component (pp. 49-50). Faculty often think of themselves as lecturers/scholars rather than theory/practice facilitators. As B. O. Smith (1980) observed, the reward system, at present, is "stacked against the clinical professor" (p. 88).

Teaching Knowledge and Competence

The function of teacher preparation institutions is that they "provide training that can make students competent practitioners of the teaching profession. . . . this has been largely neglected" (Medley, 1981, p. 9). Medley defines teacher competence in terms of "the repertoire of competencies he or she possesses" (p. 10). Olivia and Henson (1980) noted that "Current efforts to describe effective teaching focus on specification of performance or competencies which teachers may be expected to demonstrate" and efforts have been made to "specify the skills which are generic or common to teachers at all levels" (p. 118). Joyce (1981) exhorted teacher preparation institutions to "build clinical training around functionally important areas--the design of schools, curriculum and teaching, so that theory and practice can be interrelated" (p. 28). Corrigan (1982) was interested in generic pedagogical components appropriate for teachers--regardless of level or subject matter. These were divided into the roles and duties of: teacher as teacher, teacher as person, and teacher as professional (p. 6). He concluded that the pedagogical component must include: a knowledge of learners; knowledge of teaching methods and classroom management; knowledge of resources; knowledge of evaluation; knowledge of education setting; and, knowledge of the profession of teaching (p. 9). This listing is in keeping with the areas of improvement desired by graduates (as discussed earlier).

To conclude, Joyce and Clift (1984) believe that the substance of teacher education should be developed in accordance with four major areas of knowledge of teaching and schooling: (1) the design of schools. Students should be introduced to alternative ways of organizing schooling and psychological and philosophical underpinnings of these. (2) the design of curriculum. Students need to be introduced to the considerable variety of methods for organizing the curriculum and know how to work with a selected number of these. (3) the design of teaching. There are a number of powerful models for building the social system and instruction--students must develop skill in using them. (4) the nature of students. Students need to be able to thoroughly know at least the two developmental perspectives of emphasizing cognitive and emotional development (p. 12).

Inferences from the Review of Literature

The foregoing review of literature calls for or suggests:

1. Preparing prospective teachers to become self-analyzing, self-actualizing teacher/decision-makers.

2. Having teacher education concerned with two major, complementary standards--academic and professional (including performance capability).
3. Basing teacher education on what is known about effective teaching.
4. Articulating academic, professional and application components, avoiding duplications, omissions, contradictions and fragmentation.
5. Providing a minimum of two years for the professional component (not including arts and sciences classes).
6. Placing increased emphasis on PROCESS (as differentiated from CONTENT).
7. Providing extensive laboratory and field-based experiences in order to establish a continuous interlocking relationship between theory and practice for all program aspects.
8. Having continuous dialogues with the partners of education to ensure a relevant program which prepares students for the schools of today and tomorrow.
9. Increasing emphasis on: instructional skills; interpersonal and communication skills; classroom management and discipline skills; improving relevance of foundations classes; clinical supervision techniques; special education capability; motivation techniques; audio-visual and educational technology; individualization; planning skills; and, multiculturalism.
10. Improving the quality of instruction by university professors; having faculty "exemplify what they explicate."
11. Using a development schema with the following steps: study theory, have controlled practice, provide feedback and have reflection, have school practice, provide feedback and have reflection, etc. Include "coaching" as described by Joyce and Showers (1982) in the cycle.
12. Providing the basis for, and habit of, lifelong professional development.
13. Providing arts and sciences classes which spcifically relate to the work of the teacher and the curriculum content of the school system.
14. Providing an appropriate balance of academic, professional and applied components, keeping in mind that learning will continue in each after graduation.
15. Organizing teacher education around the professional component, based on the work of a teacher in a classroom, and integrated through a set of generic professional capabilities. Having subject-specific curriculum and instruction classes, foundational classes, and application experiences flowing from this set of capabilities.
16. Delivering much of the professional portion of the program through teams of faculty, with faculty having complete program knowledge and knowledge of their personal contribution to the program and how this integrates.
17. Providing a strong advisor-advisee relationship, with professors acting as mentors to the professional development of their advisees.

18. Training faculty and cooperating teachers in clinical supervision techniques, and having the "reward system" recognize the importance of the clinical aspects of professorial work.
19. Providing a professional core of competencies for intending teachers.
20. Ensuring that faculty are familiar with existing research in teaching and teacher education; and, encouraging faculty to participate in increasing the knowledge base in effective teaching and teacher education.

The New Secondary Teacher Education Program, University of Regina

Establishing the Program

Prior to initiation of the experimental program, the Secondary Teacher Education program of the University of Regina was relatively traditional. The literature on teacher education unequivocally called for change, and many faculty strongly felt that secondary program change was overdue. In addition, the Faculty of Education had previously initiated an innovative Elementary Teacher Education program which was drawing interest and acclaim throughout Canada and beyond. Forces for and against change will be presented later.

Developing and implementing the new Secondary Teacher Education Program has taken a number of years. Ensuing discussion will draw heavily on the Report of the Secondary Planning Committee (1984). In the fall of 1977, the Faculty began the process of reassessing the secondary program with the establishment of an initial task force which had the task of raising significant questions which might provide the basis for action by an enlarged task force. This led to the establishment, in 1978, of the Task Force on Secondary Teacher Education with wide representation from all the major education constituencies of the province of Saskatchewan. Its mandate was "To produce recommendations, which, if implemented, will result in improvements in the program and services provided by the Faculty of Education, University of Regina" (Report of the Task Force on Secondary Teacher Education, June, 1980).

The Task Force approached its task carefully and systematically. It considered questions raised by the initial task force which included: What can be learned from the establishment of the Elementary Teacher Education program--what was positive and what was negative? What core (common generic) classes should be part of the program? What should constitute a major? A minor? What kinds of applied experiences should be part of the program? It was deemed important to review the literature on teacher education and extensively gather the perceptions of the Saskatchewan educational community as to what should be accomplished in the Secondary Teacher Education program. A review of literature was prepared (Lang, 1978), and data was gathered through: surveys (of teachers, administrators, trustees, faculty, graduates and students), public hearings that were held throughout Saskatchewan, public and professional briefs that were received, and in-depth interviews which were conducted with selected leading public figures in Saskatchewan

education. Data gathered was rigorously analyzed and a research report was presented to the Task Force. This was carefully considered and, after lengthy deliberation, the final report of the Task Force was presented to the Faculty in June, 1980.

Recommendations of the report began with the statement:

> The Faculty of Education is answerable to the citizens of the Province of Saskatchewan to provide that kind of teacher education which promotes the achievement of the educational goals of the Province. The central purpose of Secondary Teacher Education must relate in a substantial way to teaching, teachers and schools. The Faculty of Education should adopt, as its central purpose, the discovery and dissemination of skills and knowledge concerning the process of instruction. This implies a commitment to both teaching and research that relates closely to the needs of teachers. While Secondary Teacher Education should promote the development of scholarship in teachers, it must develop, to an entry mastery level, those skills needed for effective teaching and learning. (p. 96)

The Report provided 42 premises and 76 recommendations in keeping with the following major conclusions (presented in order of importance):

The Secondary Teacher Education program should:

1. Provide a program which emphasizes the development of human relations, interpersonal communications, and life skills in beginning teachers. Beginning teachers must see their students as individual human beings and should be prepared to help students in their personal, social, physical, spiritual, emotional, economic and vocational needs; they should be prepared to help them develop as whole persons.

2. Provide a professional component that integrates theory and practice in professional classes, in field experiences, and in academic experiences (both from other faculties and from the Faculty of Education), and which is relevant to the needs of secondary teachers.

3. Provide a program that developmentally and sequentially presents theories of instruction, classroom management theory, theories of learning and adolescent psychology, and the practica in such a way as to develop competence and the ability to integrate theory and practice in beginning teachers.

4. Provide a strong academic education relevant to the needs of secondary school teachers.

5. Provide a program which attends to:

(a) Preparing a teacher who can teach in two or more subject groupings;

(b) Preparing teachers in the effective use of English communication;
(c) Careful screening at the point of entry and during the program;
(d) Providing inservice for faculty and field participants in the program;
(e) Effective inter-agency communication and cooperation;
(f) Preparing teachers to work with students having special educational needs relating to culture, sex, learning exceptionality, and socio-economic background; and
(g) the acknowledged growing need for educational service for persons of Indian and Metis ancestry. (pp. 96-97)

It should be noted that there is a high degree of congruence between inferences drawn from the review of literature (pp. 14-15) and recommendations made by the Task Force in 1980. Interestingly, literature since 1980 appears to corroborate recommendations that were made. A comparison is provided in **Appendix A.** In summary, both the inferences and recommendations stress the following: integration of theory with practice, balance and integration of program components, relevance of the program to school system and professional needs, provision of precise professional skills and competencies, and having a strong field component.

The Task Force report was submitted by the Dean to the Program Development Committee for consideration. In November, 1981 the Faculty of Education approved the program presented to it by the Program Development Committee. The program (described later) was heavily in keeping with the recommendations of the Task Force. To facilitate implementation and provide program details, a Planning Committee, with representation from all subject areas, was established by the Dean. This group employed a sub-committee to work more intensively on details. The Planning Committee reported to a Faculty of Education seminar in August, 1983. The report of the Planning Committee was presented in February, 1984 with the recommendation that a steering committee be struck to advise the Dean on details of the implementation process and advise him in all stages of this endeavor. This committee was established and called The Secondary Implementation Group. It has been very instrumental in effecting the transition from the old to the new program--a process that is not yet complete. An important contributor to the success of this stage of development was that the membership of both the sub-committee of the Secondary Planning Committee and the Secondary Implementation Group was comprised of senior faculty with extensive knowledge of scholarship in teacher education. One actor--the Coordinator of Program Development--with the support of three successive deans and key faculty, was a link in the developmental process. He provided continuity, being a member of all the above committees (from the initial task force through the Implementation Group).

As the above events were occurring, a transitional secondary program experiment was taking place. This complemented the work of the Program Development Committee, Secondary Planning Committee, and the Secondary Implementation Group. This strategy reflected acceptance of the assumption that program development is best undertaken in a developmental

way so that programs can be tried and modified before formal approval is sought. A manager of the new secondary program was appointed to facilitate implementation and delivery, and to manage operational details. Key faculty were selected as instructors. The experiment focused on the pre-internship portion of the program. It attempted to integrate the classes offered through a generic practices and principles schema, including structured peer microteaching and school practice, and using faculty-team planning. At first this included educational psychology, educational philosophy, and subject area curriculum and instruction classes. Some subject areas did not participate in the experiment; however, more and more joined as inklings of success emerged. Inter-subject area integration was difficult. For example, in one offering of the experiment, a foundations (philosophy) faculty member felt that he should follow the topical outline of the philosophy text rather than the themes proposed. This class was replaced with a core generic principles and practices of teaching experimental class. Integration of the classes, and application of theory into practice, was improved, but problems still existed. This experiment became known as "the transitional program." Subsequently, other modifications and experimentation took place. Because of the efforts of faculty Planning and Implementation committees, and learnings through the experiment, the transitional program now is to be discontinued, and the first two years of the program have been initiated. It is planned that implementation of the third and fourth years, employing a developmental mode, will follow.

The Program

Introduction

The Secondary Teacher Education program that emerged, after six years of deliberation and experimentation, reflects the substance of recommendations emerging from the literature on reform of teacher education and the report of the Task Force on Secondary Teacher Education (1980). However, it should be recognized that it is a four-year program; therefore, not everything desirable could be included. It was suggested by the Program Development Committee that a fifth year would be desirable.

Program Characteristics

The new Secondary Teacher Education program recognizes the importance of theory relevant to education, and relating this theory--through campus and school application experiences--to the needs of beginning teachers and school systems. The Secondary Implementation Group reported characteristics of the new Secondary program in a presentation to the new Deputy Minister of Education (December, 1984). Characteristics that the program attempts to incorporate include:

1. The ultimate goal is to prepare intending teachers to become self-analyzing, self-actualizing, interdependent teacher/decision-makers.

2. Programs based on what is known about effective teaching and teacher education.

3. Teaching should be pupil-centered, focused on the full development of potential in each child.

4. Stress on developing interpersonal and communication skills of intending teachers.

5. Development, in intending teachers, of a positive, professional self-concept.

6. Well articulated academic, professional and application components which avoid duplication, omission, contradiction and fragmentation.

7. Concern for two major complementary standards: academic and professional (which must include performance capability).

8. Balance and integration of foundational, teaching processes and curriculum elements.

9. Stress on teaching skills, processes and procedures.

10. Centrality of integration of theory with practice (recognizing the need for a continuing, interlocking relationship).

11. Increased application component—on campus (through labs and microteaching), and in schools.

12. Recognition of the need for subject area capability . . . . acquisition of a major and one or two minors.

13. Use of a developmental approach, with sequential, spiralled learning experiences. Continuous modification to accommodate desirable program change.

14. Continuous dialogue and articulation with the partners in Saskatchewan education in program planning and delivery to ensure relevant programs which prepare students for the schools of today and tomorrow.

15. Programs based on the nature of pupils, nature of curriculum, design of teaching, and the design of schools, emphasizing life-long professional development. (p. 1)

Operational Elements of the Program

In order to operationalize the above characteristics, the Secondary Implementation Group pointed out to the Deputy Minister that the following are elements of the new program:

1. A field-based program beginning with the first course in education and continuing each year through internship, employing clinical supervision techniques.

2. Using a delivery schema, in the professional component, of: study theory, have controlled practice, provide feedback and have reflection, have school practice, provide feedback and have reflection, etc.

3. Much of the professional program delivered through teams of faculty. Effort to have faculty have complete program knowledge and understand the nature of their personal contribution to programs and integration.

4. Provision of a strong advisor-advisee relationship where advisors monitor and act as mentors to the professional development of their advisees.

5. Training cooperating teachers and administrators (faculty-in-the-field) through meetings, liaison activities and internship seminars.

6. Continuous consultation with affected educational constituents.

7. An increased professional component with appropriate emphasis on PROCESS (as well as CONTENT), stressing not only what a teacher must know, but also what a teacher must be able to DO, the development of a decision-making arsenal including rapidly-retrievable practical pedagogical knowledge and skills, centered around a core of generic professional courses.

8. Learning objectives are specified for each of: professional characteristics, professional development, communications, routines, classroom organization and management, planning, teaching competencies, evaluation, role of the school in society, and school organization. (p. 2)

Comparison of Literature Inferences and Program Characteristics and Operational Elements

The program that has resulted is highly congruent with implications that can be drawn from the review of literature on reform of teacher education. A comparison between inferences from the literature (pp. 14-15) and the program characteristics and operational elements (described above) reveals strong similarities. A comparison is provided in **Appendix C.** In fact, examination shows close parallels between inferences from the literature review, recommendations of the Task Force (Appendix A), and characteristics and operational elements of the new Secondary Teacher Education program. That is, it can be said that the new program is indeed a response to the call for reform.

Program Objectives and Year-by-Year Goals

As the Secondary Planning Committee (1984) deliberated, the role of the secondary teacher, present and future, became a focal point of discussion. Adjectives describing the role were recurrent, such as: flexible, adaptable, skilled, self-renewing, developmentally-oriented, among others. It became evident that the role of the teacher was heavily tied to capacity for change in a changing world. This implies the rational process to make decisions, leading to the central view of the secondary teacher as an educational decision-maker. This influenced the selection of objectives for the program. Learning objectives and year-by-year goals for the program are listed in **Appendix C.** Students, it was felt, should be able to demonstrate knowledge and capability in each of: professional characteristics, professional development, communications, routines, classroom organization and management, planning, teaching competencies, evaluation, role of the teacher, role of the school in society, and school organization (p. 3).

Program Outline

The following outlines the program vehicle for achieving objectives. It provides a framework for implementing the recommendations and operational elements of the program stated above:

YEAR I: Professional Studies 100 (Introduction to Education)
7 half-days in an Elementary School
7 Arts and Sciences, other Faculty, or Education Content Classes.

YEAR II: Professional Studies 200 (Principles & Practices of Teaching)
Weekly Microteaching (on campus)
10 half-days in a Middle Years School
7 Arts and Sciences, other Faculty, or Education Content Classes.

YEAR III: Semester I

Major Curriculum Class
Minor Curriculum Class
2 Arts and Sciences, other Faculty, or Education Content Classes.

Semester II

Professional Studies 350 (Principles & Practices of Teaching)
Weekly Microteaching (on campus)
3 One-week periods in a Secondary School
Educational Psychology (Adolescence & Learning)
2 Major Education Instruction Classes

YEAR IV: Semester I

Internship Seminar (preparation for internship/ cooperating teacher training)
Internship (for entire semester)
Post-internship Seminar (reflection/integration/further theory)

Semester II

Educational Administration
Educational Foundations
Arts and Sciences, other Faculty, or Education Content Class
Elective

Note:
In Professional Studies 200 and 350, a cycle of lecture/faculty modelling, microteaching practice, and school classroom practice is employed for each of the themes that are studied. Students are paired in labs and school to provide feedback to each other, using clinical supervision techniques. Feedback is also provided by faculty and cooperating teachers. Classes offered in Semester II of Year III are integrated and delivered by teams of faculty.

Students are required to complete a major and a minor, a second minor is possible for those enrolled in most majors. Thirty-six or more semester-hours will be devoted to the Major; 20 or more semester-hours will be available for a Minor. The minimum specified liberal arts requirement is that students must take 4 different disciplines from 3 different divisions of Arts, Sciences, or a faculty other than Education.

Forces For and Against Change

> Effecting change is difficult for any institution . . . . it is particularly problematic in teacher education. Like Linus' blanket, practice as usual provides a great deal of psychological security for teacher educators. New information and data bombard us . . . but it is easier to question the methodology and design of studies than to assimilate results. (Lasley and Applegate, 1982, p. 6)

If we are to be "other serving" rather than merely "self-serving," calls from the profession, students of teacher education, and society should not be ignored. Reform should be continuous "in any institution that claims to serve society. There has to be a readiness . . . to respond to new understandings and definitions of people's needs" (Goble, 1974).

The inertia in higher education, justified in part by concern for "academic freedom," stultifies constructive adaptive change. As Howsam (1979) lamented, there is "tremendous inertia that exists in university

systems. . . . the entire system seems designed to ensure continuance" and "programs are relatively hard to start, and even harder to stop" (p. 13). Faculty retreat to the old saw of "academic quality" to defend themselves, and their academic right to do what they "know" from long tradition to be sacred. At times, change agents are quickly dismissed. "Faculty members tend to assume that the nature of the university requires that the academic faculty exercise the major role in decision-making. They seldom consider that . . . all groups must have a voice, speak to relevant university purposes, and have appropriate degrees of influence (Dressel & Faricy, 1972, pp. 114-115). Personal goals conflict with public interest--the academy, then, remains unresponsive. Faculty argue that innovations should be resisted because they have not been proven to be better, conveniently neglecting to mention that existing programs have not been "proven to be better" than the innovation, and that there have been, and are, almost overpowering calls from all segments of the educational community for immediate change.

The principle emphasis in faculties of education has been on academic excellence as delivered through the predominant lecture/write papers and exams/go to the practicum/leave supervision to cooperating teachers format. Great value has been placed on leaving course content, and delivery modes, to the "best judgment" of individual professors, with the result being that students take a collection of classes rather than a well-planned, articulated program. Reward systems have emphasized scholarship and research, relegating teaching, and certainly practica involvement, to a non-important status.

In spite of the above, the Secondary Teacher Education Program has gone through a stage of transition and experimentation and is now being implemented. What began as a vision in 1977 is now becoming a reality. This innovation, being quite different from traditional secondary teacher training, did have to overcome obstacles; and, some impeding forces still exist.

The forces for and against change, as perceived by the authors, follow. this was determined through interviews of selected faculty, recollection of the personal experiences of the authors, and asking a cross-section of faculty to check the paper for accuracy, and comment on what might be errors or omissions.

Forces for Change

It is thought that the following forces supported change:

1. Teacher education graduates of the University of Regina, other Canadian universities, and beyond Canada had firmly and consistently criticized their training as being irrelevant or barely relevant (Olson, 1971; Spillane and Levenson, 1976; Lang, 1983). Follow-up studies called for massive change (Lang, 1983).

2. A growing body of research in teaching and teacher education has emerged (Peck and Tucker, 1973; Berliner, 1984; Joyce and Clift, 1984) that has provided direction for modification of teacher education. Growing numbers of faculty were becoming aware of this scholarship.

3. Movements such as "humanistic teacher education," "competency-based teacher education" (Turney, 1977), and five-year teacher education programs (Turney, 1977; Blackburn, et al., 1981) stimulated thought about teacher education and were fostering a climate conducive to program review.

4. The Faculty had successfully introduced an innovative and acclaimed Elementary Teacher Education program (Schaller & Lang, 1983). This program is based on program principles arising from literature on reform, as is the new secondary program. Most faculty were increasingly comfortable with this program and desired some modifications in the Secondary program because of their elementary program experiences and learnings. Change was not as risky as it might have been. At the same time requests for elementary teacher education program information and materials were coming from across Canada, from the United States, and from Australia. Several faculty had given presentations throughout Canada and the United States about aspects of the program. Almost invariably, these faculty were complimented for the directions taken by the University of Regina. In addition, evaluation studies of the Elementary program have been essentially favorable (McBeath, 1973-1980; Bessai & Burgess, 1978, 1979, 1980; Darychuk, Taylor & Yakel, 1981). Changes were made from one year to another since the inception of the program in response to informal and formal evaluations and as a result of the team delivery structure which requires faculty to meet, analyze and plan (this is also an expectation of the new Secondary program).

5. The political climate in Saskatchewan was supportive of change. (At the same time, in some states across the border, state bodies were requiring "accountability," and there was the beginning of a trend for removing teacher education from universities.) Conference and hearings held by the Department of Education called for substantial change (Saskatchewan Department of Education, 1973). The Advisory Program Committee of the Faculty of Education (with representation from the Department of Education, Saskatchewan Teachers' Federation, Saskatchewan School Trustees' Association, and the school system) supported significant program revision. Another event indicative of the climate was that the Department of Education was undertaking a major examination of the quality of education in the province, and in 1984 issued a report establishing directions for the future (Saskatchewan Education, 1984). This event had implications for teacher education modification.

6. Related to the previous point, the Faculty of Education, in cooperation with the Saskatchewan Teachers' Federation, School Trustees' Association and Department of Education, had incorporated cooperating teacher supervision training seminars as a vital part of the Elementary and Secondary (experimental) programs. These seminars were, and are, very popular and seen as extremely valuable by field personnel as evidenced by evaluations completed through the Saskatchewan Teachers'

Federation, and through evaluations by guest leaders from throughout Canada, and from the United States and Australia. Support for the Elementary program and the transitional Secondary program was very evident here.

7. The Task Force on Secondary Teacher Education (with senior representation from the above constituencies and the university) provided strong impetus for change. Its report (1980) was unequivocal--massive change was recommended. Task Force exhortations, because of the thoroughness of its work and the political ramifications of ignoring its recommendations, had a strong impact. An expectation that change would be taking place became prevalent in the Saskatchewan educational community. (An amusing side note is that even the other major university in Saskatchewan was receiving compliments for its foresight in initiating change in secondary teacher education even though it was not part of the process.)

8. A group of faculty spearheaded reform, acting as change agents. Three successive Deans supported, but did not impose, program improvement. The Coordinator of Program Development was a part of every committee and subcommittee from 1977 through to the present. A block of senior and respected faculty supported, and worked hard at, program development and delivery. Program development committees facilitated the change process.

9. The increased emphasis on the field component, and integration of theory with practice, added support for the innovation. Graduates of teacher education programs had consistently rated the practicum portion of their program as being the most valuable (Peck and Tucker, 1973). Increased field contact and applying theory in practice was a strong part of the recommendations of the Task Force report (1980).

10. The experiment, or transitional program, added momentum to change efforts. Influential faculty were intimately involved with experimentation which was taking place. Faculty saw that a revised Secondary program could work, and an excitement was generated as teams of faculty worked together in developing experimental classes and approaches. Joint decision-making, and the learnings that resulted, created a mood of interest and exhilaration, overcoming the risk of having individual faculty member contribution visible. Participating faculty were largely supportive, rather than critical, of each other's efforts. Feelings of success were stoked by favorable evaluations by students and compliments from cooperating teachers and school administrators. In addition, participating faculty could lay to rest the notion that the program was narrowly behavioristic, and that, rather, was based on the goal of preparing teachers to be decision-makers who could cope with changing school needs and curriculum.

11. Transfer of theory into practice in a systematic way is crucial to the new Secondary program and an important part of faculty work. Effective participation in field supervision and related activities is a part of the "reward system" (criteria for promotion) in the Faculty of Education, University of Regina. Numerous faculty who had been heavily

involved in the practica, had received tenure and/or promotion. Typical teacher education programs do not recognize this aspect as being as important as scholarship, professional service, and teaching; in fact, practicum involvement tends to be ignored for tenure and promotion.

12. Liaison activities with the field and dialogue with educational constituencies, for some years, have been continuous and are considered necessary. These, together with extensive faculty involvement in the various practica, have kept the Faculty of Education in close touch with school systems. This avoided a parochial "ivory tower" view of teacher education and underscored the need for change.

13. While the availability of resources tempered enthusiasm for change, faculty was considering ways to make existing resources stretch and ease the pressure of workload. Serious discussion took place, and is taking place, to limit enrollment and trim programs to match faculty capacity to deliver.

Forces Against Change

While the forces supporting change led to approval and initiation of the new Secondary Teacher Education program, forces against change, which to some extent still operate, can be seen to include:

1. Easily the strongest stated force against change has been the resource issue--stringent financial resources and limited human resources. The amount of money available to the faculty, in real terms, has been--and is being--reduced. Faculty were, and are, feeling the pressure of workload. There are fewer faculty with more to do, and program streamlining and limiting enrollments to match faculty capacity to deliver, although proposed, have not yet taken place. The program is labor-intensive, since integration of components is called for, and since an increased professional component (and supervised campus and field practice) is deemed desirable. The new program calls for continuous program planning, joint decision-making, a strong advisee-advisor relationship, and careful supervision of the various practica.

2. While all faculty agreed that cost cutting and program paring was necessary, the hard reality of doing this with their own classes and subject area programs was quite another matter for some faculty. The attitude of "why fix my wagon if it ain't broke" emerged; however, it was quite all right for other faculty and subject areas to modernize their means of transportation. While all faculty can agree that action must be taken, when specific action is proposed, impassioned resistance is mounted by those affected. Alliances were formed to fight the specific paring--with those who might be similarly affected, and with those who had never been in favor of the change thrust. If the defense is successful, change might be impeded or even effectively halted--there may never be a "first action," with the result that total program hardship becomes inevitable, as all classes and programs are retained. The danger is that needs of teacher education students and children in school systems might be subjugated to individual faculty member or department interests. Smith (1980) has observed, "A faculty member will think of

the effect on his or her classes" and "many if not most courses are added to the college curriculum to satisfy the interests of instructors," and most courses exist because of instructor interest or "the pressure of ambitious departments rather than because they relate to the job requirements of teachers" (p. 88).

3. Some faculty thought that it was time to stop program change, and that research on previous program changes was needed before further change took place. A reason given for delay was that the program had not been subjected to rigorous external evaluation. The faculty had been active in program innovation, implementing a new Elementary Program, a new Aesthetic Education program, a new Adult Vocational/Technical Teacher Education program, and modification of the new Elementary program for specializations in Middle Years and Early Childhood Education. Some wanted a halt to program change to allow for more time for research and writing. Faculty had been so involved in innovating and doing that little time had been left for research and writing about what had been done, or for pursuing personal research interests.

4. A redefinition of the nature of teacher education was called for, but a few faculty still believed that a traditional program which calls for a strong Arts and Sciences liberal and discipline-specific background, and rigorous cognitive study of foundational--philosophical, sociological, historical, psychological, etc.--disciplines is of primary importance to teacher education at a university. They felt that the time-honored lecture/write papers/write exams format was best. "Applied" aspects, they felt, should be left to the practica and after students had begun to teach. The change was viewed by some as "faddist" (such as competency based or humanistic teacher education), and that the Faculty of Education should not be unduly influenced by transitory, or overly utilitarian, demands from the field. Further, some faculty argued that they were not recruited for a program such as the Secondary Program.

5. Related to the above, the fear that personal autonomy would be restricted was a force against change. The sovereignty of individual faculty in making curriculum and delivery decisions has long been a tradition in universities. The need to have a carefully articulated, systematic approach to teacher preparation comes in conflict with the desire for faculty to do what they want, if and when they want, on the basis of their own best judgments. Some faculty offered resistance, raising "academic freedom" as the defence that required little further explanation. Of course, some faculty had no desire at all to change what they perceived they had been successfully doing for years. A number of faculty wanted to pursue their own self-initiated projects and individual interest classes and resisted being involved in delivery of core program, which was becoming increasingly necessary because of financial retrenchment. Initiating a new program added pressure to these faculty. Other faculty who perceived themselves to be overworked delivering core program increasingly felt resentment of those faculty who were "doing their own thing" and not "pulling their weight" in program delivery. Added to this, the kind of teacher educator role the literature suggests makes each faculty member more visible, and thus more vulnerable. The integration called for, and the teams of faculty approach, add to

visibility. This increases the risk in what is said and written. Not all faculty are comfortable with this.

6. A number of Education faculty thought of themselves as being professors of academic disciplines. As Goldhammer (1981) observed, "professors of education have often sought prestige and status in relation to the standards of academic disciplines" (p. 26). Since teacher education is held in low regard in many universities (Rogus and Schuttenberg, 1979), Faculty of Education members sometimes prefer to be associated with the Faculties of Arts and Science—for the prestige. As Rogus and Schuttenberg said, "the 'star' system prevails. 'Stars' achieve their status by individual efforts of scholarship" (p. 40). Gifford (1984) asserted, "Schools of Education . . . suffer from congenital prestige deprivation" (p. 41). Some education faculty prefer to be thought of as lecturers/scholars (or thinkers in traditional Arts or Sciences disciplines), rather than theory/practice facilitators.

7. Associated with the last point, fear arose that the Professional Studies core was curtailing subject area autonomy. Some faculty perceived a power shift from their own subject areas to a strengthened Professional Studies subject area. Since Professional Studies classes are core to the program--dealing with generic, or common, content, and since core subject area Major and Minor classes are to integrate with sequencing and scheduling of Professional Studies themes, some subject area members felt that their right to establish curriculum, and schedule classes was being restricted. Rather than being largely subject area focused, programs are indeed program focused, with subject area programs meshing with a common program outline and objectives. To some faculty, this was a threat to prestige and power.

8. The very existence of the core Professional Studies classes, and the nature of their content also led to resistance. The literature on reform suggests core skills and strategies courses, and approaching foundational content in a more integrated way (Schaller & Lang, 1983). Professional Studies classes call for an integrated approach that brings together the contributions of a number of fields of knowledge, or disciplines, which was seen by several faculty as a "watering down" or restriction of the quality of the contribution of these fields of knowledge. A few faculty felt that generic skills and strategies could be meaningfully acquired only in the context of specific subject areas, and that each subject area should teach these in conjunction with specific subject curriculum and instruction classes.

9. Securing cooperation and agreement from Arts and Sciences departments was a concern. Initial resistance was expressed by some Arts and Sciences faculty, fearing that the new program would de-emphasize liberal and discipline specific education. Since the program is a complex one, they did not understand that the Arts and Sciences program component would be largely unaffected. It was not the intention of the new program to de-emphasize Arts and Sciences classes, but to improve the pedagogical portion of the program. Some Arts and Sciences faculty hold the position that there is little room on a university campus for an Education program, that an Arts or a Science degree is all that is really

needed as teacher preparation (Gifford, 1984, p. 41). Obtaining cooperation of academic departments is often difficult on university campuses. Principle focus is on vertical progression in a discipline, and the needs of professional colleges (particularly Education) tend to be ignored. It is left to students, and/or curriculum and instruction professors, to attempt to make the connection with professional needs. Asking Arts and Sciences departments to provide the kinds of classes that are, in fact, perceived to be needed for Secondary Teachers poses perplexing problems. Many authorities attest to the pervasiveness of these kinds of problems on university campuses (Smith, 1980, Rogus and Schuttenberg, 1979; Klassen and Leavitt, 1976; Howsam et al., 1976; Huling and Hall, 1982).

10. Housing teacher education on a university campus exerts pressure to see a Faculty of Education in the same way as Faculties of Arts and Sciences are seen--professional modes and traditional academic modes should be the same. This calls for conformity, in accordance with Arts and Sciences standards in matters such as timetabling, delivery, evaluation, promotion and budgeting (Cox & Harper, 1979; Denemark, 1970; Schaller & Lang, 1983).

11. As can be expected, tensions among faculty with differing perceptions of what teacher education should be (and differing philosophies) causes stresses and entrenched positions that are difficult to deal with. Motives of those for, or against, the change might be questioned and personal attacks might occur. As with any group of people who must work together, natural personality conflicts emerged, and to some extent, still exist.

Looking Ahead

The task of implementation is not yet complete. However, planning and implementation has led to growing acceptance of the program, and a reduction of threat. Returning to what the program had been in 1977, for the vast majority of faculty, would be unthinkable. Rather, the attitude appears to be one of what can we do to "keep the good parts, but not be overworked."

The challenge of the future is to constantly improve, and make the most effective use of scarce resources. Continued faculty involvement and sensitivity to school system, student, and faculty needs must take place, coupled with systematic formative and summative evaluation.

APPENDIX A

Comparison of Review of Literature Inferences and Recommendations of the Task Force on Secondary Teacher Education, University of Regina

The following presents a comparison of inferences drawn from the review of the literature on reform of teacher education (see pp. 14-15) and recommendations made for modification of the University of Regina Secondary Teacher Education Program as presented in the Report of the Task Force on Secondary Teacher Education (University of Regina, June, 1980). Recommendations are listed, followed by a matching of Task Force recommendations with inferences.

Recommendations of the Task Force on Secondary Teacher Education

It is recommended that:

1. The intending teacher receive preparation in psychology and human relations;

2. The intending teacher be prepared in interpersonal communications, in consumer education, in the effective use of leisure time, and to share these abilities with students;

3. The intending teacher be prepared to teach the skills and knowledge which are basic to learning (e.g., reading, writing, research skills);

4. Teachers be prepared to help students cope with their social, emotional, and economic problems;

5. Teachers be prepared to excite students about learning;

6. Teachers be prepared to help students clarify values;

7. The Faculty of Education develop learning activities designed to help beginning teachers carry their share of co-curricular duties, as expected by the school boards;

8. The Faculty of Education counsel student teachers about the co-curricular, non-academic duties which teachers fulfill;

9. Appropriate counselling be provided to give the intending teacher a realistic picture of current and projected needs in the field;

10. Screening at entry based on personality measures, measures of aptitude for teaching, measures of communications ability, and measures of academic ability be developed;

11. Continuous screening, especially during practical experiences, be part of the program;

12. The curriculum include instruction in and provide for the acquisition of interpersonal skills, planning skills, and communication skills;

13. The curriculum include instruction in and provide for the acquisition of skill in a variety of teaching methods;

14. The curriculum include instruction on matters related to issues such as family life, parenting, consumer education, sexism, racism, moral issues, religious issues, and values issues;

15. The curriculum include instruction and application in the psychology of learning and adolescence, the personal, social, and psychological development of adolescents;

16. The curriculum include knowledge of the purposes of high school education and of the evolution of those purposes;

17. The curriculum include knowledge of the school system and the professional climate in which the students will eventually teach;

18. The program help to prepare teachers to teach in at least two subject area groupings;

19. The curriculum provide for a thorough understanding of the disciplines in which the intending teachers plan to specialize;

20. The curriculum emphasize the application of theory, learned in classes, in a practical setting;

21. The Faculty of Education prepare secondary teacher education students in media discrimination;

22. The Faculty prepare secondary teacher education students to use media effectively and to incorporate them in their instruction;

23. The Faculty of Education prepare students to use a wide range of human, mechanical, electronic, print, and visual resources;

24. The Faculty of Education explore, as one aspect of integration, the possibility of placing some program emphasis on "language across the curriculum" (e.g., spelling, reading, writing, speaking, terminology, comprehension, in all subject areas);

25. The Faculty of Education offer a four year secondary teacher education program (B.Ed.) with provision for two subject area groupings of specialization;

26. The Faculty of Education offer a five year secondary teacher education program with provision for three subject area groupings of specialization;

27. The five year program consist of an integrated other degree—B.Ed. program.

28. The four year and five year secondary teacher education programs be structured within the following general framework of credit hours:

	4 year program	5 year program
Arts/Science	60	88
Professional Preparation	52	56
Internship	16	16
	128	160

29. The Faculty of Education arrange for discussion with other faculties to consider five year integrated program possibilities and details;

30. The Faculty retain an option to allow a student to further specialize in a subject area or a division level should the student so choose;

31. The secondary Bachelor of Education Degree program contain a minimum of 64 semester hours, including internship, of professional preparation;

32. The program have practica in each year including experiences such as micro-teaching, a pre-internship, an internship of approximately sixteen weeks, and a post-internship;

33. The program recognize the strength of co-operating teachers in the field. The role of the faculty advisor should be one of providing information, assistance, and support to the co-operating teacher who will have primary responsibility for supervising and evaluating student teachers in the field;

34. Training for co-operating teachers and supervising faculty be continued and further developed;

35. The co-operating teacher be involved in the planning and evaluation of the practica;

36. The practica include experiences in a variety of settings (e.g., rural, urban, special education);

37. Continuous, clear, communications exist between the faculty advisor and the field;

38. The present practica be continued and expanded because they are effective;

39. Division III programs place strong emphasis on the specific social, and emotional learning needs of the pre-adolescent;

40. Further study of the placement of the Division III program be immediately begun by the Faculty;

41. Classes and experiences particularly related to the Division III level be developed. These classes should be available to all students (enrolled in elementary or secondary programs) intending to teach in Division III;

42. The program ensure that all students receive preparation in a common core of general methodology;

43. The Faculty determine what is an effective balance between professional and academic classes and the relationship between these and the high school curricula;

44. The program include procedures which ensure that methodology classes are related to the on-going needs of classroom teachers;

45. The program ensure that subject area methodology courses be related to each other and to the content of the discipline;

46. The Faculty identify the basic professional skills which teachers should possess and prepare secondary teacher education students in them;

47. The Faculty develop an organizational model which will facilitate integration among and within each of the academic and professional components;

48. Communications, whether within or between Faculty and other agencies, be deliberately planned and maintained;

49. Faculty be effective teachers;

50. Faculty be prepared to model effective teaching;

51. All Faculty maintain contact with schools through activities such as inservice, research, consultative work, and practica supervision;

52. Faculty ensure that all program components are adequately considered;

53. The Faculty develop processes to continually improve their own professional skills in areas such as counselling, teaching, research, and practicum supervision;

54. Inservice be provided to members of the Faculty of Education so that they may continue and expand their preparation of teachers in the use of Canadian resources and content;

55. The Faculty acknowledge a growing public interest in education and respond to questions and concerns the public may have through leadership, scholarship, and the distribution of information;

56. The Foundations classes (History of Education, Philosophy of Education, Sociology of Education, Comparative Education) undergo closer evaluation in terms of content, placement, and sequencing, and be revised as appropriate;

57. Provision be made for continuous monitoring of all aspects of the secondary teacher education program;

58. The Faculty place continual emphasis on the development of graduate programs which will encourage Canadian teachers to receive further Canadian teacher education (i.e., Master of Teaching, Alternate Routes to Classes V and VI, updating in a particular specialty, etc.);

59. The Faculty of Education develop further policy regarding the provision of inservice which meets the continuing as well as the changing needs of teachers. The policy should become a part of the ongoing operation of the Faculty;

60. Faculties involved in the preparation of secondary teachers provide classes specifically related to the curricular content of high school courses;

61. Faculties involved in the preparation of secondary teachers provide classes that teach the structure of their discipline;

62. Faculties involved in the preparation of secondary teachers exemplify excellence in the teaching of their discipline;

63. Faculties involved in the preparation of secondary teachers consider forms of inservice in teaching and professional development for their members;

64. The Faculty of Education, in co-operation with all other agencies concerned in teacher education, specify the roles of the co-operating teacher and the faculty advisor;

65. The Faculty, in co-operation with the other agencies, provide preparation for co-operating teachers;

66. The Faculty continuously monitor and refine the preparation of co-operating teachers;

67. The Faculty devise criteria for the selection of co-operating teachers (these criteria should include willingness to serve as co-operating teachers and to attend preparation seminars);

68. The Faculty provide recognition to co-operating teachers for the essential service they provide;

69. The Faculty of Education set up a mechanism by which public opinion be collected;

70. The Faculty of Education continue to co-operate with groups of persons of Indian ancestry in response to the special needs of these groups for teacher education. The Faculty should continue to develop programs to prepare all teachers to teach in a manner that recognizes Saskatchewan's special cultural and economic circumstances;

71. The Faculty provide a program emphasis on the preparation of teachers to teach in schools located in areas where unfavorable socio-economic conditions prevail;

72. An implementation committee consisting of five persons be appointed by the Dean of Education in September, 1980;

73. This committee be an ad hoc sub-committee reporting to the Program Development committee;

74. The responsibilities of this committee might include establishment of guidelines, assistance in program design, designing the collection of faculty reaction to implementation, follow-up of Task Force recommendations, and reporting on the progress of its work;

75. This committee make its first report to the Dean of Education in January 1981 and make a further summary report at the end of March, 1981;

76. Members of the Task Force on Secondary Teacher Education might be considered as resources to this committee.

Comparison of Literature Inferences and Task Force Recommendations

Inferences and recommendations were examined for congruence. Recommendations are provided above. The list of inferences is reported, together with the numbers of the recommendations that appear to be called for by the appropriate inferences.

Inference	Recommendation Number(s)
1. prospective teachers to become self-analyzing, teacher/decision-makers.	1-6, 12-20, 21-23
2. concern with two major, complementary standards--academic and professional.	12-20, 25-31, 34, 47, 52
3. teacher education based on knowledge about effective teaching	51, 53, 69
4. articulation of academic, professional and application components	27, 29, 34, 42-46, 52
5. minimum of two years for professional component	28, 31
6. increased emphasis on process (as differentiated from content)	1-6, 12-15, 19, 43-46, 61
7. extensive lab and field-based experiences to link theory/practice	1-4, 27, 29, 32-38, 44-45, 64-67
8. continuous dialogue with partners of education	32-38, 44, 46, 48, 64, 69
9. more emphasis on: instructional, interpersonal/communication, management/ discipline skills; relevance of foundations; clinical supervision; special education; motivation; AV and technology; individualization; planning skills; and, multiculturalism	1-2, 12-24, 44-47, 56, 70-71
10. improve quality of instruction by professors	4-9, 34, 44-53, 56
11. use of a developmental schema in teacher preparation	20, 32, 38, 64-66
12. provide basis for, and habit of life-long professional development	34, 59

13.	relevant arts and sciences classes	14, 18, 19, 60-63
14.	balance between academic, professional and applied components	28, 43-47, 52, 57, 60
15.	teacher education organized around professional component	21-23, 42-47, 52, 56
16.	team delivery of professional program, faculty having program knowledge and of integration	28, 34, 47, 48, 56-57
17.	strong advisor-ee relationship, faculty as mentors to advisees	9, 11, 38, 64
18.	faculty trained in clinical supervision	34, 51, 53, 69
19.	professional core of competencies provided	2, 4, 12-15, 21-23, 42, 44, 46
20.	gaining familiarity with, and participating in research on effective teaching.	9, 29, 46, 48, 51, 59, 64, 66, 69

APPENDIX B

Objectives—Secondary Teacher Education,
University of Regina

LEARNING OBJECTIVES

IT IS UNDERSTOOD THAT THE FOLLOWING CATEGORIES MAY BE SOMEWHAT ARBITARY, AND THAT THERE NECESSARILY IS SOME OVERLAP OF OBJECTIVES.

1. Professional Characteristics

By the end of the sixth semester, prior to the commencement of internship, the student will demonstrate:

1.1 interest in, and commitment to teaching, as well as a concern for the growth and development of learners (empathy).
1.2 the following characteristics: enthusiasm, initiative, involvement, dependability, creativity, innovativeness, and ability to change.
1.3 characteristics of a student/scholar, i.e., knowledge of areas of specialization and of the professional aspects of teaching.
1.4 capacity to cope with the nature of the responsibilities and tasks of teaching.
1.5 maturity, i.e., self-analytical and reflective, understanding of oneself, and being confident with respect to own ability.
1.6 capacity for role flexibility.
1.7 capacity to tolerate ambiguity, change, and differences.
1.8 capacity to be non-judgmental when appropriate in dealing with differences among students.
1.9 a developing professionalism regarding community, school, and classroom.
1.10 involvement in extra-curricular and co-curricular activities.
1.11 willingness to be a participant in professional activities.
1.12 awareness of the teacher's ability to affect attitudes and behaviors particularly, particularly in the areas of stereotyping, i.e., sexual, handicapped, cultural, religious, etc.

2. Professional Development

By the end of the sixth semester, prior to the commencement of internship, the student will demonstrate:

2.1 ability to use the "supervisory cycle."
2.2 knowledge of the characteristics of effective teaching.
2.3 personal and interpersonal characteristics appropriate for teaching.
2.4 ability to set professional targets.
2.5 ability to design suitable data collection instruments.
2.6 ability to analyze data.
2.7 ability to apply analyzed data.
2.8 continuous, systematic professional development.
2.9 willingness to participate in organized professional development activities and use professional literature.

2.10 self-direction.
2.11 a beginning awareness of the need to develop a teaching philosophy.

3. Communications

By the end of the sixth semester, prior to commencement of internship, the student will demonstrate:

3.1 use of voice, i.e., modulation, variety, diction, articulation, etc.
3.2 command of a broad, usable vocabulary appropriate to grade level taught.
3.3 ability to communicate effectively in written form.
3.4 ability to communicate orally.
3.5 awareness of non-verbal communication.
3.6 ability to use non-verbal communcation techniques.
3.7 listening skills.
3.8 use of communication skills in developing and maintaining interpersonal relationships with students, parents, colleagues, etc.

4. Routines

By the end of the sixth semester, prior to commencement of internship, the student will demonstrate:

4.1 understanding of, and ability to perform, normal school and classroom record-keeping activities.
4.2 understanding of the normal range of routines common in the school system, school, and classroom.

5. Classroom Organization and Management

By the end of the sixth semester, prior to commencement of internship, the student will demonstrate:

5.1 ability to identify and plan implementation of normal classroom routines which enhance smoothness, momentum, and continuity of classroom activities.
5.2 appreciation of the importance of prior planning of classroom organization and management procedures.
5.3 in his/her role as instructional leader, the "helping relationship" (i.e., facilitator learning by pupils).
5.4 awareness of physical environment and its implications.
5.5 awareness of the human environment and its implications, i.e., positive reinforcement, sensitivity to student concerns, interrelationships of student and teacher, and provision for individual differences.
5.6 awareness of and sensitivity to the activities of students, individually and in groups.
5.7 knowledge about, and ability to manage, the group learning process.
5.8 awareness of classroom management theory (Dreikurs, Glasser, Kounin, Schmuck, et al., etc.

5.9 awareness and capacity for using, a repertoire a discipline techniques.
5.10 ability to cope with problems.

6. Planning

By the end of the sixth semester, prior to commencement of internship, the student will demonstrate:

6.1 working knowledge of the curriculum.
6.2 an initial understanding of the curriculum development process.
6.3 capacity to integrate and translate conceptual background into a meaningful teaching plan.
6.4 ability to plan lessons, keeping in the mind the following: objectives, content, activities, resources, evaluation of variation in approach, etc.
6.5 ability to produce unit and course plans.
6.6 ability to select and order content, i.e., translate the curriculum.
6.7 knowledge of a variety of plans and approaches.

7. Teaching Competencies

By the end of the sixth semester, prior to commencement of internship, the student will demonstrate:

7.1 basic mastery of lesson presentation skills such as: set, stimulus variation, closure.
7.2 ability to integrate basic skills (e.g., reading math, etc.) with curricular material.
7.3 ability to present information through media, appropriate organization, etc.
7.4 ability to make explanations, give directions, use question and answer, and demonstrate.
7.5 knowledge and ability to use library resources.
7.6 knowledge of, and ability to use, AV and media materials.
7.7 knowledge of, and ability to use, techniques for evaluating student progress.
7.8 understanding of principles of mastery learning and ability to apply this in lesson and unit plans.
7.9 ability to use a variety of teaching techniques appropriate to identified learning objectives.
7.10 knowledge of the role of the teacher and the school in the development of social attitudes.
7.11 ability to differentiate between types of instructional content and choice of appropriate instructional techniques.
7.12 ability to motivate students to learn, using a variety of motivational techniques.
7.13 ability to identify the need for academic remediation and consider the effect of physical, psychological, and sociogical environment.
7.14 ability to provide for individual differences: cultural, ethnic, intellectual, age, etc.

7.15 ability to develop thinking skills in pupils (e.g., classifying, coding, etc.)
7.16 ability to develop creativity in pupils.
7.17 ability to use evaluations for instructional purposes.

8. Evaluation

By the end of the sixth semester, prior to commencement of internship, the student will demonstrate:

8.1 ability to organize and carry out evaluations schemes which accurately assess, record, and communicate studetn accomplishments.

9. Role of the Teacher

By the end of the sixth semester, prior to commencement of internship, the student will demonstrate:

9.1 understanding of the role of the teacher as instructor, counsellor, professional, and member of a profession.
9.2 understanding of the role of the teacher as a member of the community.

10. Role of the School in Society

By the end of the sixth semester, prior to commencement of internship, the student will demonstrate:

10.1 understanding of the role of the school, in the contexts of the community (political, social multicultural, economic, historical, etc.).
10.2 awareness of the community's role in school governance.
10.3 awareness of trends in "community schools," and bilingual schools.
10.4 understanding of differences between education, schooling, and training.
10.5 understanding of the purposes/goals of the school and how these are determined with respect to clients, community, province, etc.
10.6 understanding of the "socialization" function of the school.
10.7 awareness of the unique cultural characteristics of Saskatchewan and Canada and their relevance to the role of the school.

11. School Organization

By the end of the sixth semester, prior to commencement of internship, the student will demonstrate:

11.1 knowledge of alternative kinds of Secondary School organization for differing purposes.
11.2 knowledge of the roles and functions of school personnel.
11.3 knowledge of the various patterns present in the school and/or classroom, i.e., informal, formal, bureaucratic, etc.
11.4 knowledge of the "context" in which the secondary school exists, i.e., Province, School Act, Divisions, Boards, etc.

Year-by-Year Program Goals—Secondary Teacher Education, University of Regina

YEAR I: Semesters I and II

1. Knowledge:

   1.1 introduction, and beginning understanding of, the content in specializations.
   1.2 a broad supportive base leading to integration [liberal education].
   1.3 introduction to education and the role of professional teacher.

2. Skills:

   2.1 introduction to simple lesson planning.
   2.2 introduction to simple lesson presentation skills.

3. Personal:

   3.1 initiation of the career decision process.
   3.2 initiation of the following processes or skills: self-knowledge, self-assessment, reflection, and communications.

YEAR II: Semesters I and II

1. Knowledge:

   1.1 new and advanced knowledge in specializations.
   1.2 introduction to adolescent psychology.
   1.3 further understanding of: the school in the community and the changing teacher role.

2. Skills:

   2.1 awareness of a range of basic teaching skills.
   2.2 practice of selected teaching skills.
   2.3 introduction to, and practice of, interpersonal skills.

3. Personal:

   3.1 increased communication capability.
   3.2 continuance of the career decision process.
   3.3 continuance of self-assessment and reflection.

YEAR III: Semester I

1. Knowledge:

   1.1 scope and sequence of specializations.
   1.2 translation of knowledge into curriculum.
   1.3 application of previous educational psychology knowledge.
   1.4 application of curriculum construction skills to a subject area.

2. Skills:

   2.1 further development of lesson planning capability.
   2.2 introduction to unit planning skills.

3. Personal:

   3.1 continuance of the career decision process.
   3.2 continuance of self-assessment and reflection.
   3.3 personalized integration of program components.

YEAR III: Semester II

1. Knowledge:

   1.1 understanding of a broad range of instructional skills and teaching strategies.
   1.2 understanding of classroom management.
   1.3 understanding of instructional skills and strategies unique to, and applicable to, the specialization.
   1.4 knowledge and application of learning theory.

2. Skills:

   2.1 on-campus and classroom practice of instructional, management and interpersonal skills.
   2.2 use of the "supervisory cycle" [clinical supervision and interpersonal skills].

3. Personal:

   3.1 further career decisions.
   3.2 further personalized reflection and integration of program components.
   3.3 fostering of a professional attitude.

YEAR IV: Semester I

Internship and Seminars (preparation for internship and integrative): knowledge, skill, personal and professional development.

YEAR IV: Semester II

Reflection and integration; completion of specializations.

Note: The principle vehicle for achievement of the above goals is a professional studies class and related experiences each year of the four years of the program. These classes foster personalized integration of theory with practice and of program components. Subject area curriculum and instruction classes are also intended to help this process.

APPENDIX C

Comparison of Review of Literature Inferences and Characteristics and Operational Elements of the New Secondary Teacher Education Program University of Regina

The following presents a comparison of inferences drawn from the review of literature on reform of teacher education (see pp. 14-15) and characteristics and operational elements of the new Secondary Teacher Education program of the University of Regina as reported to the Deputy Minister of Education, Province of Saskatchewan (see pp. 19-20).

Legend: C = Characteristic; O = Operational Element

Inference	Characteristics of Operational Elements
1. training for self-analyzing, -actualizing teacher/decision-makers	C1. training for self-analyzing, -actualizing teacher/decision-makers C2. delivery schema (theory into practice including reflection) C7. development of decision-making arsenal
2 concern for 2 complementary standards--academic and professional	C7. concern for 2 complementary standards, academic & professional O2. programs based on knowledge about effective teaching C6. articulation of academic, professional & application components C10. centrality of theory/practice integration C12. need for subject area capability
3. program based on knowledge about effective teaching	C2. program based on knowledge about effective teaching C11. increased application component C14. dialogue with partners in education C15. programs based on nature of pupils, curriculum, design of teaching and schools
4. articulation of academic, professional and application components	C6. articulation of academic, professional and application components C8. integration of foundational, teaching processes and curriculum elements

5. minimum of 2 years professional training	O7. increased professional component C11. increased application component
6. increased emphasis on process	O7. emphasis on process--what a teacher should be able to DO
7. extensive lab/field experiences--theory/practice linking	C6. articulated professional and application C10. centrality of theory/practice linking C11. increased application component O1. field-basing each year of program O2. use of professional cycle--theory, lab practice, school practice
8. continuous dialogue with education partners	C14. continuous dialogue with education partners O5. training of cooperating teachers and administrators O6. consult educational constituents
9. stress on teaching skills, processes	C4. stress on interpersonal and communication skills C9. stress on teaching skills processes C13. developmental approach, spiralled learning experiences O2. professional development cycle--theory through to school practice
10. emphasis on: instructional, interpersonal, management/discipline skills; relevance of foundations; clinical supervision; special education; motivation; AV/Technology; individualization; planning skills; multiculturalism	C4. stress interpersonal skills C9. stress teaching skills & processes O7. rapidly-retrievable practical pedagogical skills, centered around a core of generic courses O8. objectives for: professional characteristics & development, communications, management/discipline, planning, teaching competencies, evaluation
11. improve instruction by professors	C2. basing instruction on knowledge of effective teaching C6. well-articulated components C13. use of a developmental approach C14. programs relevant to school systems O4. strong advisor-ee relationship O6. consult educational constituents O8. learning objectives specification

12. use of a developmental schema in teacher preparation	C8. balance and integration of foundational, teaching processes and curriculum elements C13. use of a developmental approach O3. teams of faculty with complete program knowledge
13. relevant arts and sciences classes	C6. articulated academic/professional components C7. academic standards C10. integration of theory/practice C14. dialogue with partners in education O6. consultation with educational constituents
14. balance between academic, professional and applied components	C6. articulated academic, professional and application components C7. 2 major standards--academic and professional C8. balance & integration of foundational teaching processes and curriculum elements O7. emphasize process as well as content O8. delivery schema using theory through school practice cycle
15. program organized around professional component	C2. programs based on knowledge about effective teaching C3. teaching should be pupil-centered C10. interlocking theory/practice relationship C15. programs based on nature of pupils & curriculum, design of teaching & schools O7. development of decision-making arsenal (around what a teacher must know and be able to do)
16. team delivery of professional program; knowledge of program & personal contribution	O3. much of program delivered through teams of faculty; knowledge of program & personal contribution
17. strong advisor-ee relationship	O4. strong advisor-ee relationship
18. faculty training in clinical supervision	C1. students to become self-analyzing interdependent decision-makers C13. sequential spiralled learning O2. theory to school practice schema O5. training cooperating teachers

19. provide professional competencies core	C9. stress on teaching skills, processes and procedures O7. increased professional component, developing a decision-making arsenal including rapidly-retrievable pedagogical knowledge and skills, centered around core generic courses
20. faculty becoming familiar with, & participating in research on effective teaching	C2. programs based on knowledge about effective teaching C15. knowledge of nature of pupils & curriculum, design of schools and teaching

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